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| Lesson Title: Invasive Species Spread Prevention | TEKS: **130.25 10 A-G The student describes the relationship between resources within environmental systems.** |
| Objectives:   * Students will evaluate exotic wood-boring pests in Texas by APHIS * Students will compare educational initiatives and programs for forest health and pests. | Resources To Be Used:  <https://www.texasinvasives.org/resources/biosecurity%20files/Lesson%2010_Take%20Action.pptx>  Link to Brochure in Canva:  <https://www.canva.com/design/DAGtb8SX9CU/OtVU-drROyYEir977_s4Tg/edit?utm_content=DAGtb8SX9CU&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton>  Link to Peer Review Document:  <https://www.canva.com/design/DAGtcGg1UcA/hwGSGNfQWmx2yyYHNq51ZQ/edit?utm_content=DAGtcGg1UcA&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton> |
| Lessons and Activities Designed by: | Jessica Graham, Cassie Morrison, Maureen Victoria, Julia Palmer, and Addie Henry. |

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| Warm Up: | Student Actions/Behavior | Teacher Action |
| Pick your favorite pest that we have talked about the past few days. How does that pest spread? | Using notes or an interactive notebook. Students will log answers to the engagement question on the board. |  |
| Background info: | Covered in previous lessons | Sample deeper level thinking questions:  What makes this species invasive rather than non-native?  How do human actions contribute to the spread of invasive species?  How does this species affect the balance of its new ecosystem?  What specific traits allow this species to thrive in a non-native environment?  Teacher needs to provide instructions for today’s project;  Project requirements:  Strategies for prevention of spread  Insecticides or Herbicides that can be used to stop the spread  Signs of damage in plants  Include at least three illustrations in a brochure.  What agencies to contact  What agricultural crop does this effect? |
| Activity: | In small groups students will use technology and provided materials to fulfill brochure requirements.  After students have completed the brochure, students will view others brochures and use the questionnaire to review what they have discovered. |  |
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| Review: | Exit ticket; Which pest will have the greatest impact on consumers in Texas and why? | Ask students this discussion question, and have students complete an exit ticket. |